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ABSTRACT

A planning guide for local school districts to assist them in improving their educational planning, the document focuses on the implementation of career education planning in a local education agency (LEA), but includes the total educational program. The steps outlined can be used by LEA's who do not have a career education emphasis. The implementation procedures are detailed for each of five major steps: (1) conduct needs assessment; (2) define and analyze need for career education; (3) consider alternatives and design career education programs; (4) implement career education program; and (5) evaluate and revise as necessary. The guide has drawn on related training materials produced for a multi-state effort, "Interstate Project: Planning in the SEA/LEA, the Next Step;" in addition, materials are included from a number of nonproject States. The guide is intentionally brief but is related to a source book which includes specific illustrations or examples to clarify the procedures outlined in this guide. (Author/AJ)

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IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A GUIDE

by

WILLIAM M. TIMMINS, Ph.D.

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WILLIAM M. TIMMINS, Ph.D.
The Utah State Board of Education
Salt Lake City, Utah
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FOREWORD

In 1971 three bureaus of the United States Office of Education—the Bureau of Occupational and Adult Education, the Bureau of Elementary and Secondary Education, and the Bureau of Education for the Handicapped—jointly funded three integrally related multistate projects under the rubric, "Interstate Project: Planning in State and Local Education Agencies, the Next Step." Such a joint venture was apparently a historic first.

"Project Next Step" included the State Education Agencies in Georgia, New Jersey, Oregon, Utah and Wisconsin, and one or more Local Education Agencies in each of these participating states. Utah served as the administering state for the project.

The project tested the thesis that systematic educational planning "pays off"—that is, children in classrooms will benefit from the improved management and decision making which results from improved planning and evaluation by educational leaders. "Project Next Step" demonstrated that systematic educational planning results in better identification of learner needs; clearer identification of priorities; more extensive consideration of alternatives; improved selection of strategies for implementation; and more systematic evaluation. The conclusion was clear—educational agencies which plan well will serve children more effectively.

A number of products resulted from "Project Next Step." Included in these outcomes were documents such as *Criteria for the Assessment of Educational Planning;* extensive training materials on educational planning (e.g., manuals on basic planning, needs assessment, modeling, and so forth); and the career education *Guide* and *Source Book*. Information on any of these publications is available from the Utah State Board of Education in Salt Lake City, Utah.

The *Guide* and *Source Book* reflect much of what was learned in "Project Next Step." The Project has also demonstrated the utility of "mutuality of planning" (that is, involving all those groups and agencies concerned with the outcomes of planning in the actual planning process). These materials on implementing career education reflect this concept of "mutuality"—both in the process described and in the actual development of the materials themselves.

Sincere appreciation is expressed to all of those who participated in the project over the last three years. Special commendation is due to Dr. William M. Timmins, the national project director, for his outstanding administration and leadership of the project.

Walter D. Talbot
State Superintendent
of Public Instruction

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Utah Career Education Steering Committee

Lerue Winget, Chairman, Deputy Superintendent, Office of Instruction Services
Vaughn L. Hall, Deputy Supertintendent, Office of Adult, Vocational and Rehabilitation Services
Jay J. Campbell, Deputy Superintendent, Office of Administration and Institution Services
Jennie W. Kearl, Media Curriculum Coordinator
Vere A. McHenry, Administrator, Division of Instructional Support Services
Avard A. Rigby, Administrator, Division of Adult Education and Training
G. Morris Rowley, Administrator, Division of General Education
William M. Timmins, Director, Interstate Projects
Walter E. Ulrich, Administrator, Division of Vocational and Technical Education

Utah Career Education Task Force

R. Lynn Jensen, Chairman, Next Step Coordinator
Frank Blair, Specialist, Cooperative Education
Jan Dickson, Specialist, Curriculum Development
N. Craig Kennington, Director, Utah Research Coordinating Unit for Vocational and Technical Education
Ferrin D. Van Wagoner, Coordinator, Secondary Education
R. Russell Whitaker, Specialist, Occupation and Career Guidance

Career Education Consultants

W. Lee Foust, Jr., Director, Communications Media Occuppations Cluster Project, Oregon State University, Corvallis, Oregon.
Morton Margules, Associate State Director of Vocational-Technical Education, State of New Jersey Department of Education
Andy Suess, Vocational Education Coordinator, Cooperative Educational Service Agency 6, Chippewa Falls, Wisconsin

Deede Sharpe, Coordinator, Career Education, State of Georgia Department of Education
Jefferson N. Eastmond, President, Worldwide Education and Research Institute, Salt Lake City, Utah
Mark Angus, Principal, T. H. Bell Jr. High School, Weber School District (Utah)
Varnell Bench, Curriculum Director, Weber School District (Utah)
Ken Cottle, Teacher, T. H. Bell Jr. High School, Weber School District (Utah)
Rosemond Demman, Director, Vocational Education, Salt Lake City School District (Utah)
Norman Devries, Counselor, T. H. Bell Jr. High School, Weber School District (Utah)
E. Kent Ellertson, Director, Northeastern Utah Service Center (Utah)
W. Harold Handley, Director, Vocational Education, Granite School District (Utah)
J. Nelson, Principal, Spanish Fork High School, Nebo School District (Utah)
David West, Director, Personnel and Vocational Education, Murray School District (Utah)
Eldon Wright, Counselor, Wasatch High School, Wasatch District (Utah)

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INTRODUCTION

Few concepts introduced on the American education scene have met with as much discussion and controversy as has career education. While it has met with almost instant nationwide acclaim, it has at the same time meant a variety of things dependent upon the locale and one's point of view.

In the words of Dr. Walter D. Talbot, Utah Superintendent of Public Instruction, "If career education is to become more than merely hanging a new sign on the door and going about our business as usual, we have to come to grips with the issue of what we mean by career education . . . Can we agree on a definition and can we, as many elements in society, go down the road together?"

Nationwide, there are many varying opinions on the meeting of career education as it applies to the education program. In the handbook on career education, *Career Education: What It Is and How to Do It,** developed after a number of regional conferences sponsored by the United States Office of Education, we find the following statement:

> Some have shrugged off the career education enthusiasm with the judgment that "it is only vocational education with a new name." Others have reacted with more alarm that "the vocational educators are trying to take over the whole of education." Support for both views can be found in various statements emanating from USOE, probably because different individuals within it have different views and because an idea in formation is not necessarily fixed consistently even in a single mind. Career education is far more than traditional vocational education, though the latter is certainly a vital part of it. In fact, it is unfortunate that the original meaning of a vocation as a lifetime calling has become so depreciated as to require replacement by the no more meaningful appelation "career." We also reject the notion that the career objective must supersede all other education objectives. We see no reason to establish priorities among careers, culture, citizenship, family life, and self-awareness as education objectives since none are mutually exclusive and in fact, all, if correctly understood, contribute to each of the others. The difference has been that careers, other than professional, have never been a significant objective of education in this country.
>
> Conceptually, it is as if a variety of monitors were installed within the education system. One representing the career objective would comb the entire education experience to identify those segments which could usefully contribute to career success. Other monitors would have the same assignment for citizenship, culture, family life, self-awareness, and other education objectives. None would compete, all would cooperate, and each objective would be strengthened by pursuit and achievement of the others.

*Olympus Publishing Company, Salt Lake City, Utah, 1972, pp. 11-12.

In an attempt to identify those parts of education directly related to meeting the new thrust for gainful occupational preparation, and yet not to disregard the other educational objectives so vitally important to the total development of the individual, the following definition is used in this *Guide*:

> Career education is defined as those parts of the educational system focused on providing the individual with the skills, understandings, and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking.

A number of other definitions of "career education" are included in the *Source Book* which accompanies this *Guide*. These should assist any local education agency to more clearly define the concept.

Because of the difficulties that today's young people experience in making the transition from school to a successful and satisfying adult role in a working society, parents and community leaders have been calling for a new emphasis in public education. This emphasis is designed to provide high school graduates with saleable job skills or at least an awareness on the part of these students of their own talents and interests and the relationship of these talents and interests to the world of work. For these and other reasons, the typical public school district has become increasingly interested in implementing a program of career education as rapidly as possible.

Being aware of this interest and need, the Bureau of Occupational and Adult Education of the U. S. Office of Education funded a project entitled, "Curriculum for Planning," Grant Number OEG-0-71-4457 (357), for the purpose of developing a planning guide for local school districts to assist them in improving their educational planning. This *Guide* for the implementation of career education planning in a local education agency (LEA) includes the total educational program.

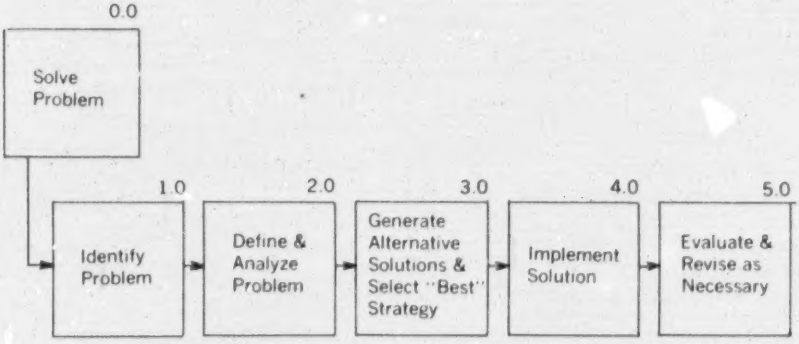
This *Guide* has drawn upon related training materials produced for a multi-state effort, "Interstate Project: Planning in the SEA/LEA, the Next Step," also funded by the U. S. Office of Education. The project included Georgia, New Jersey, Oregon, Utah and Wisconsin and local education agencies in each of these states. Utah served as the administering state. In addition, materials are included from a number of non-project states.

This *Guide* is intentionally brief but is related to a *Source Book* which includes specific illustrations or examples to clarify the procedures outlined in this guide. School district leaders should use the *Source Book* as a supplement.

This *Guide* represents a usable and successful approach to educational planning. "Career Education" is the focus throughout, but the steps outlined can be used by LEA's who do not have this emphasis. The *Source Book* includes field tested materials on educational planning which are adaptable by virtually any LEA. Information about additional materials on educational planning may be secured by writing to the Utah State Board of Education, 1400 University Club Building, Salt Lake City, Utah 84111. A bibliography on career education materials is included in Step 2.0 of the *Source Book*.

EDUCATIONAL PLANNING

It has been said that, "In the past, a high degree of philosophical acceptance has accompanied the relatively piecemeal, haphazard, and ineffective approaches to planning conducted in the educational establishment. Now, in spite of any resistance which may occur or of any wistful wishing for the 'good old days,' pressures of the times are demanding that educators do the kind of planning which will meet *today's* needs squarely and effectively, and the demand is framed in a context that brooks no failure. There is every indication that failure to respond rapidly and successfully to current challenges may mean that the problems now faced will rapidly increase in their seriousness."* This *Guide* and the accompanying *Source Book* consider planning as a relatively simple, straightforward management approach to improving educational decision making and a means of solving *today's* problems. Planning is a systematic process and is extremely useful and productive. There are five distinct milestones in the problem-solving (planning) process. These can be portrayed in flowchart form as follows:



All of the concepts and tools of the system approach to educational planning and problem solving are directly related to these five milestones. A brief explanation of the system approach to educational planning may be found at Step 0.0 of the *Source Book*.

*Bernarr S. Furse (editor), *Comprehensive Planning in State Education Agencies* (Salt Lake City: Utah State Board of Education, 1968), pp. 8-9.

IMPLEMENTATION PROCEDURES

To successfully implement a program of career education in a school district requires a series of planning and evaluation procedures involving both decisions and commitments. The diagram which follows (Figure 1) summarizes the major steps involved. The numbers on the diagram (flow chart) correspond to the step numbers used in the discussions which follow. The same numbers have also been used in the *Source Book* which accompanies this guide.

Step 1.0 Identify Problem—Needs Assessment

The first step in the system approach to planning is to identify **needs.** These should be learner-based needs. That is, we focus upon the student "products" of our educational system rather than the resources to achieve those products. Thus, we are more concerned with the ends or outcomes of education rather than the means for attaining those ends. We look for "what ought to be" and compare that with "what is." A needs assessment gathers data from a number of sources to document "what is." The process also identifies "what ought to be" (or "what should be"). The discrepancy (or "gap" or differential) between "what is" and "what ought to be" is the **need**, e.g., if all high school students in a district "ought to be" receiving career information and guidance, and only fifteen percent are ("what is"), then the learner **need** is to provide career information and guidance to 85% more of the high school students in the district." Typically "what ought to be" is expressed in terms of behavioral objectives, or goals.

There are a variety of models available for assessing needs, but this *Guide* and the *Source Book* recommend a process that was widely used in the "Interstate Project: Planning in the SEA/LEA, the Next Step" and elsewhere.

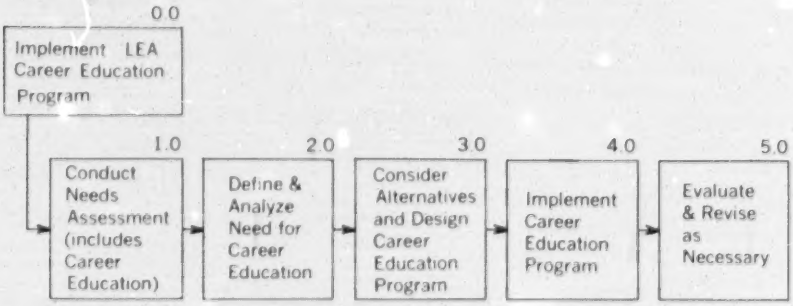


Figure 1: Major Steps in Implementing an LEA Career Education Program

Step 1.0 of the *Source Book* includes the basic guide (1.1) developed in that project for the conduct of a needs assessment. It also contains a bibliography of related materials which are available as examples.

Note: The needs assessment model described in Step 1.1 of the *Source Book* recommends the appointment of both a district steering committee (to do the day to day necessary work that has to be done) and a needs assessment advisory committee (representative of the community as a whole) to assist in carrying out the activities of the district's needs assessment. In later steps of this *Guide* are recommendations for the appointment of a career education steering committee and a career education advisory committee. **These two groups should not be confused with the committees which conduct the needs assessment.** While some individual members may well be the same, this *Guide* details procedures for implementing career education in an LEA. These subsequent steps follow *only* after the LEA has completed a needs assessment.

The LEA needs assessment should result in some tangible products which will systematically guide the development of the district's career education program. The following are suggestions of some documents that should result:

1. **Technical Notes on the Instrumentation, Sampling Techniques, and Analysis of Data Used.**
2. **An Analysis of Educational Concerns in the District** (including career education concerns.)
3. **"Working Papers" for a District's Operational Philosophy of Education** (including a philosophy of career education).
4. **Critical Education Needs in the District** (including career education needs).
5. **Recommended Action Emerging from the Education Needs Assessment** (including recommendations for career education).

It is recommended that each "need" identified in the assessment (whether by reviews of research literature, polling, surveys, conferences, analysis of placement data, or whatever) be carefully documented with **facts** so that the needs assessment steering committee, with the assistance of the advisory committee, can properly determine priorities.

Excellent sources of factual data for documenting concerns include the following:

1. Work force projections by county and/or school district—typically available from the employment security office.
2. Disadvantaged-handicapped population by country or district—available from state or local school agency reports and/or state social services agency.
3. Current annual school enrollment reports—elementary/secondary enrollments by districts including Title I census and enrollments and reports of handicapped.
4. Annual reports of area vocational centers, technical colleges, junior colleges, community colleges, private and parochial

schools in the county or district.

5. Follow-up data on graduates of the district.
6. Examples of local planning data from other school districts (even in other states) if they can be secured.
7. Local education agency budgets, school district census reports and other local planning data which may be available.
8. County welfare and rehabilitation services reports.
9. Industry manning tables and projections developed by industrial development groups.
10. State plan maps and tables.
11. 1970 census data by county (and current estimates).
12. Manufacturer's association industry lists.
13. Urban renewal projects, Green Acres programs, etc.
14. State highway department plans.
15. Community school, continuing education and adult education studies or reports.
16. National studies and reports.
17. And so forth.

It is further recommended that each "need" identified in the assessment be examined regarding "what should be." This step is crucial since a validated need is best defined as the difference between what is (facts) and what ought to be (values). Step 1.0 of the *Source Book* includes sample materials on needs assessments, including criteria for a valid needs assessment.

An adequate needs assessment should also result in generalizations which clearly focus on **learner needs; identify the learners** (how many, who they are, and other identifying characteristics); rank needs or **assign priorities; provide performance objectives** (state terms of measurement or criteria for assuring that the program will be accountable); and **determine time frames** or set dates for resolution of the needs given reasonably high priority.

Technical assistance on conducting a needs assessment is available to districts from a number of sources—the state education agency, consulting firms, universities, regional education agencies, and so forth.

The model described in Step 1.1 of the *Source Book* recommends that the needs assessment advisory committee play a key role in analyzing the data gathered in the needs assessment. The needs assessment steering committee should be chiefly responsible for the conduct of the needs assessment, but the advisory committee should play a major role in such steps as reviewing and/or recommending revisions of district goals and objectives and priorities.

The results of the completed needs assessment should serve as a logical and persuasive argument for the need for career education in a local education agency. Once a validated need is so documented a district should be ready to complete the next step.

Step 2.0 Defining and Analyzing the Need for Career Education

There are several preliminary steps of the utmost importance which should be taken: (1) Announce statement of commitment and

operational philosophy by the superintendent; (2) Secure approval of the board of education; (3) Provide for program coordination; (4) Appoint a career education steering committee; (5) Develop a tentative schedule and budget and assign responsibility to persons and groups; and (6) Appoint a career education advisory committee.

Step 2.1 Announce Statement of Commitment and Operational Philosophy by the Superintendent

The district superintendent should be very aware of the results of the district needs assessment and should clearly understand the meaning of the data collected, the values described, and the implications of the validated needs which were one of the products of the needs assessment (see 1.0 above). It is assumed hereafter in this *Guide* that the need for career education in a district has been documented and that the community has been openly involved in the conduct of the needs assessment and its outcomes.

The local school district superintendent must be committed to the operational success of career education if it is to succeed in his district. He must determine a clear philosophical base upon which to build a sound career education program. He must set forth some of the reasons for his commitment to career education because:

(a) Career education involves students in the decision making process in that career education focuses upon learners and upon their needs.
(b) Career education requires an extensive involvement with the community, perhaps more so than any other previous educational program.
(c) Teachers must understand career education and be involved in the implementation of career education if any program is to succeed.
(d) A career education curriculum cuts across all subject-matter areas and requires careful planning and coordination to integrate it with the existing curriculum so that it is not just a "hacked-on" kind of effort.
(e) Career education requires that adequate preservice and inservice training programs be planned and offered for all staff members before career education programs are implemented.
(f) A successful career education program needs early input from many other public and private agencies to meet the requirements of business and industry.
(g) Career education involves additional budget requirements which must be properly anticipated and resolved.

A strong commitment from the superintendent is essential because his philosophy is the foundation of a successful career education program within his district.

Included in Step 2.0 of the *Source Book* is a position paper on career education adopted by the Utah State Board of Education which includes a rationale for career education. These materials reflect ex-

tensive debate and consideration about the concept of career education and should be valuable to a superintendent in better understanding what the concept involves. Also included are materials from several other jurisdictions, including several different definitions of "career education" than the one in the Introduction to this *Guide*.

Step 2.2 Secure the Approval and Commitment of the Board of Education

The superintendent must inform the district board of education and secure its approval, commitment and support before the career education program can be successfully implemented. As noted in Step 1.0 above, the needs assessment will have produced a number of products, including the documented need for career education, a list of educational priorities, a tentative "operational philosophy," and so forth. The board of education should understand and approve the "operational philosophy" or tentative statement of beliefs concerning career education developed as a result of the needs assessment. The board also needs a clear understanding of and commitment to the goals or objectives for career education in the district since these become the target toward which the district moves.

Step 2.2 of the *Source Book* includes a series of "This We Believe" statements about career education and seven basic goals for career education which focus upon desired learner outcomes which were developed in the State of Utah. This step also includes a statment about career education in the State of Oregon. These materials can be considered by the district board of education as a beginning of their own "operational philosophy" and "goals" for career education.

Such district board of education commitment to career education should receive attention through the local news media and through other means of communication with the general public. Step 2.2 of the *Source Book* includes some materials on a successful school communications effort.

It is recommended that the board of education be closely informed as the following steps are taken. Local boards of education should be involved in the process to ensure its success.

Step 2.3 Provide for Program Coordination

The superintendent may decide to coordinate the career education program himself, or he may delegate the responsibility to another individual. In either case, coordination of career education must begin with clearly designated authority to a single individual to work closely with a variety of groups in the community and with all educators to implement the decisions which are reached. The program cordinator's authority should be clearly stated so that LEA personnel know he is acting on authority of the superintendent and reports directly to him.

A model for coordination of career education at a district level is described in Step 2.3 of the *Source Book*. This model may suggest ideas to districts concerned about coordinating their own career education program. Of course, other approaches should also be consider-

ed. Careful thought must be given to coordination to assure that all interested parties are involved.

Step 2.4 Appoint a Steering Committee

Under the direction of the program coordinator, a steering committee is needed to successfully implement a career education program in a school district. The steering committee is not to be confused with the career education advisory committee mentioned below in Step 2.6. It is a **working committee** which meets often enough to assist the coordinator in planning and in assuring that things happen when they are supposed to happen and that the necessary work gets done. The committee should be appointed by the superintendent with the assistance of the coordinator (or, if locally required, the board of education) and should include individuals of recognized stature who will provide liaison with the board, the general community, and the professional staff in particular.

It is recommended that the career education steering committee be composed of but not limited to representatives from those responsible for the elementary school, middle school (or junior high), and high school curriculum. Teachers must be represented, of course. Other representatives should be considered from the community and from within the system, especially those representing counseling and guidance, adult education, and post-secondary educational institutions, among others. The most competent persons should be considered in all cases.

Step 2.4 of the *Source Book* includes sample letters of appointment for members of the district career education steering committee.

The size of the district should influence the size of the steering committee but it should be remembered that this committee is not an **advisory** committee. It is a **work** committee. Its size should remain small and its relationship close. Its task is the day-to-day work of planning and reviewing the work of others.

The career education coordinator needs to give careful advance consideration to training the steering committee. Such training should focus on the responsibility for implementing a career education program in the district. Sufficient guidance and expertise should be provided to enable the committee members to function successfully.

Step 2.5 Develop a Tentative Schedule and Budget and Assign Responsibility to Persons and Groups

The coordinator and the career education steering committee must jointly think through the total task of implementing a career education program in the district. In the broadest sense, this is a planning and scheduling process. The outcomes of the process must be kept in mind and should be reflected in the development of a tentative calendar of activities, necessary budget, and assignment of responsibility to persons and groups. The emphasis should be on the word "tentative" since further experience and community involvement will necessarily suggest changes as the program is developed.

The purpose of this effort is to crystalize plans and to bring into sharp focus overall dimensions of the career education effort in the district. The primary outcome should be a schedule of events which people can refer to in coordinating their efforts during the weeks and months ahead, and the delegation of responsibility to various persons. Obviously, the tentative schedule will need to be revised many times as developments occur, but the steering committee and the coordinator must anticipate the probable flow of activities and the need for meeting appropriate deadlines. A sample "tentative schedule" is provided in Step 2.5 of the *Source Book*.

Since it is necessary that responsibilities and accountability be fixed upon those who will share in the guidance and implementation of the project, it is necessary that the coordinator indicate the resources necessary to fulfill the task. A tentative budget and proposed sources of funding should be developed for approval by the superintendent and the board of education.

One of the early tasks of the steering committee will be to think through the organization and role of a career education advisory committee. Too frequently, advisory committees are appointed with very ambiguous definition of roles and expectations. Careful thought is needed to clarify the intended work of the advisory committee.

Step 2.6 Appoint a Career Education Advisory Committee

Since community understanding and support of a career education program are essential if it is to succeed, extensive efforts to involve and inform the public are necessary.

It is recommended that a career education advisory committee be appointed by the district board of education. The advisory committee's participation will help ensure support by the community through the active involvement of representative people in the planning and implementation process. The coordinator and steering committee must devote considerable attention to developing a list of suitable nominees for recommendation by the superintendent to the board of education for appointment. It is strongly recommended that the advisory committee be a reflection of the social, economic, and political characteristics of the community and include leaders and representatives from business and industry, labor, minority and disadvantaged groups, and so forth. Membership on the committee should also include parents and students. Above all, the committee should be representative.

Step 2.6 of the *Source Book* includes a suggested "grid" for the selection of representatives for the career education advisory committee and a possible committee organizational structure. Obviously, there are many ways to organize such a citizen's committee. Typically, the career education coordinator would serve as the "executive secretary" to the advisory committee.

Educators who have worked with such advisory committees involving representative lay people will recognize the need to give these participants adequate recognition for their service and to deeply and meaningfully involve them in significant tasks, such as formulating goals and objectives for career education and in influencing the design

and implementation of the career education program. Such representative citizens can also help provide invaluable feedback and evaluation of the program after it has been tried.

There are many possible ways of organizing a career education advisory committee (e.g., with subcommittees for special purposes). However, when such a committee is organized, meetings should be regularly scheduled, should follow carefully outlined agendas, and should provide extensive opportunities for communication and input of ideas. Two excellent guides on how to effectively use advisory groups are: *Resource Book for State Advisory Councils* (National Advisory Council on Vocational Education, 425 13th Street, N. W., Washington, D.C. 20004, March 1973); and *Assignment: Committee* (Texas Education Agency, Department of Occupational Education and Technology, Austin Texas 78701).

Step 3.0 Consider Alternatives and Design Career Education Program

A complex series of activities are necessary at this stage of the planning process. The career education coordinator and steering committee must bring to bear the total resources of the district in the design of an appropriate career education program (with input, of course, from the advisory committee).

The system approach to educational planning and problem solving described above in this *Guide* and Step 0.0 of the *Source Book* recommends the generation of many alternative solutions to a designated problem. District career education leadership is encouraged to consider **many** alternative solutions to meeting learner needs at this stage of the process. Districts should not "lock on" to a solution before carefully considering other approaches, programs and possibilities.

The following steps related to designing a career education program are suggested: (1) Develop the learner objectives by grade level; (2) Design an evaluation system; (3) Identify schools where the career education program can be initially developed and tested; (4) Incorporate career education into the total school curriculum; and (5) Develop extensive unit plans and unit materials for teaching each phase of the integrated career education curriculum.

Step 3.1 Develop the Learner Objectives by Grade Level

One of the first steps in program development should be the careful development of learner objectives by grade level—operational objectives so-to-speak. The coordinator should involve teachers, school administrators, counselors, students, parents, and the community in this process. (If the advisory committee has been carefully selected and can be systematically involved at this point, the district has a built-in mechanism to accomplish this necessary step.)

In planning a total career education program, decisions must be made as to the grade level at which each major goal will be introduced, and which of the sub-goals will also apply. Considerable attention should be paid in this process to the developmental stages of children. Sample objectives are available in a number of publications and other

documents, but experience in successful career education programs across the country suggests **that districts must develop their own objectives.** No "packaged" set of objectives can be appropriate for any particular district. Each district should develop its own goals and objectives reflecting local conditions, needs, and values (using state guides or other materials). The district must, however, make an extensive effort to consider and reflect state and national needs and priorities. Outcomes of career education are not solely the concern of local labor markets, school systems, and so on. The need is critical to recognize our interdependence in terms of our children and the real world in which they are growing up.

In essence, each operational objective should include as a minimum (1) a career education goal which identifies the learner, (2) the process or learning activity, and (3) some measurable type of behavioral change in the learner which can be evaluated as a direct outcome of the goal.

For example, consider the following "operational objective" from the State of Oregon (some of the instruments described are not included in this *Guide* or the *Source Book* since a number of such instruments can be developed locally or are commercially available):

By the end of grade 8:

A. Using [a] self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.
B. Using [a] USTS Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.
C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing the report form in his folder.
D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Source: Manpower Resource of the State of Oregon — 1972.)
E. The student will demonstrate ability to find specific occupational information in the *Occupational Outlook Handbook* for a given job title.
F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purpose: to have the student be aware of the decision making process as related to his personal life style and the world of work.)
G. The student will have had at least one hour of group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9. This will result in a course plan approved by his parents and teacher advisor or counselor.

Steps 3.1 and 3.2 of the *Source Book* includes objectives developed in Portland, Oregon, as part of "Project Career Education," along with a number of examples from other systems. A bibliography on objectives is also included.

Some tested programs elsewhere suggest establishing objectives by school level — that is, lower-school objectives, middle-school ob-

jectives, upper-school objectives, post-secondary and adult objectives, and so forth, rather than by grade level.

Step 3.2 Design an Evaluation System

The district should design an evaluation system (including outside or third party evaluation) to assess the development and outcomes of the career education program. Such an evaluation design needs to be comprehensive in scope and thoroughly understood by involved personnel before the program is initiated into the system. (Step 5.0 of the *Source Book* includes a sample "design" for a district to use in evaluating its career education program.) However, each district must design its own evaluation system to reflect its own needs.

Step 3.3 Identify Schools Where the Career Education Programs Can Be Initially Developed and Tested

The district should identify schools where career education programs will be initially developed and tested. In most such efforts experience suggests that the district determine interest on the part of individual schools and segments of the community and select schools which volunteer. The district must decide whether to initiate the programs by grade level (starting with lower grades the first year and then progressing through the upper grades a year or two later), or whether to initiate the program at all grade levels in a given attendance area of the district. Smaller districts may well choose to initiate a program district-wide over a one-year period.

Whatever the decision, it is necessary that the personnel of schools selected to participate should be fully informed about career education and be committed to the concept. Orientation of principals, teachers, and support personnel should take place early in the process. Enthusiastic and interested teachers are essential to the success of any program! Further, support and understanding by the community is absolutely necessary. The initiation of programs, especially in pilot schools, offers the district an excellent opportunity to continue to inform the community about career education and its objectives. Follow-up and on-going evaluation of pilot programs can also be used to provide citizen input and to assure a healthy exchange of ideas and alternative solutions.

Step 3.4 Incorporate Career Education Into the Total School Curriculum

The most successful career education programs appear to integrate career education into the established curriculum and do not treat it as an "add-on" part of the curriculum. **Since career education is not just a new name for vocational education or general education, great care must be taken to incorporate career education into the entire curriculum.**

The development of the curriculum design should involve the district in extensive research and exploration of what is being done else-

where. Numerous bibliographies and guides on curriculum are available from a variety of sources. Help is available from the state education agency and from other agencies including the United States Office of Education. Ultimately, however, the school district's program should reflect the local community's needs, values, and priorities.

Step 3.5 Develop Extensive Unit Plans and Unit Materials for Teaching Each Phase of the Integrated Career Education Curriculum

In the district's elementary schools which have been selected to implement a program of career education, teachers and other members of each school's curriculum committee must be made aware of the results of the district's needs assessment and the operational objectives which have been developed as a consequence. Beginning with these facts, values, and objectives, each committee must adapt these goals and suggested procedures to meet the individual needs of their own students. Of course, state and national needs and priorities must be considered. Each school curriculum committee must then design the career education curriculum approach to be initiated in their school by using the suggestions of the career education steering and advisory committees and by adopting or modifying what appears to be suitable from experience elsewhere. Once the curriculum approach or design is agreed upon, the school's curriculum committee should carefully plan for the learning activities which will be necessary to achieve the learner-based objectives. A sample unit plan has been included in Step 3.5 of the *Source Book*.

Consideration must also be given by each school's curriculum committee members to budgetary needs and to anticipated sources of funding (with suggestions from the district's career education steering committee and program coordinator). An evaluation component is also desirable to make sure the program is reaching its objectives and to identify needs to revise and improve the learning activities (evaluation should not be treated as a terminal step but as an on-going part of program management).

For junior and senior high schools the procedure is similar to that suggested for the elementary schools but more elaborate. Twenty-six steps have been identified and included in Step 4.0 of the *Source Book*. Each of these steps is reasonably self-explanatory.

Step 4.0 Implement a District-wide, Career Education Program

Sufficient experience should have been obtained from the various pilot programs that necessary modifications and budgetary data for a district-wide career education program now be fairly accurately estimated. All of the lessons learned from pilot programs must be used in the district-wide implementation of career education.

A detailed blueprint for implementation of a district-wide career education program initiates a chain of consequences as follows: The

motivation of individual learners toward suitable careers requires more individualization and personalization of instruction; such individualization prompts requests to lower teacher-pupil ratios; teachers also require increased planning time; the need for curriculum design and improvement requires significantly greater time for cooperation and collaboration among teachers and support personnel; and additional resources are needed for career guidance, counseling and placement. New resources are also needed for providing hardware, printing curriculum materials, allowing released time for teachers, and so forth.

It seems appropriate to generalize that the implementation of career education will involve dramatic changes in the community and in the school district — especially changes in attitudes towards the world of work and the role of the schools in preparing students for useful careers. No longer can there be prejudice in the schools and in the community which considers non-academic occupations to be second-class.

Superintendents and principals must re-examine existing use of teacher's time and the role of counselors, especially in upper grade levels. Guidance services must be integrated into the total curriculum. In middle and upper schools, increased use must be made of personnel who are trained in areas other than education.

District administrators and teachers must develop new attitudes toward the career placement of students. The district must become accountable for the successful placement of each student on the next rung of his career ladder. This will surely mean new relationships between the schools and parents, students, employers, other education agencies, and other agencies (public and private) within the community. The resources of the community must be fully used and the community must be kept fully involved. Step 4.2 of the *Source Book* includes materials on career education placement drawn from the states of Georgia, New Jersey, and Utah.

School administrators must reappraise the objectives and purposes of professional development. Whatever approaches are used (e.g., workshops, internships, training centers, conferences, committees and task forces), administrators must take a new look at utilizing all resources inside and outside of the system to accomplish the goals of career education. In other words, career education will mean changes in the structure of the curriculum.

The board of education and school administrators must take the lead in demonstrating commitment to the concept of career education by reallocation of resources and providing continuing support necessary to make the program succeed. Of all the steps identified, implementation—which most of all demands excellence of management and administration—is the step which requires the best leadership the district has available.

Step 4.1 of the *Source Book* contains an example of an implementation plan for career education in the high school, and Step 4.3 presents a "Career Education Instruction Packet" prepared by the Ogden (Utah) School District to assist classroom teachers in revising present courses to include career education.

Finally, some concluding comments to step 4.0. The success or

failure of career education will depend to a great extent upon the teacher's expertise in incorporating career concepts into the curriculum. Teachers must be deeply involved in planning for career education. They must thoroughly understand the philosophy behind the career education concept and be completely familiar with the scope and sequence of the proposed program. Time must be made available for in-service teacher orientation, development of career education teaching methods, and career curriculum planning with a built-in evaluation system. Teacher education will need to be an on-going process to keep up with a rapidly changing technology and its resultant effect on the kinds of occupations available.

If career education is to succeed in the district:

1. Teachers and other staff members will have to believe in the concept of career education and accept the attitudes and premises upon which it is based.
2. Teachers and all others concerned with implementing the program must be knowledgeable about state and district curriculum goals.
3. Teachers must develop the competencies and understandings needed in planning and presenting career opportunity information related to the subjects which they teach.
4. Teachers must become engaged in experiences which will familiarize them with the career implications of their subject matter.
5. Teachers must be provided with instruction in the use of a great variety of media and materials designed to be used in career education.
6. Teachers must learn how to interact with and expeditiously use community and human resources available for career education.

Further, teacher preparation institutions must change. They must work closely with career education planners in identifying teacher competencies needed to effectively implement career education in the education systems of America.

It is a foregone conclusion that most schools do not possess the staff, facilities, and curricular resources to provide all students with an adequate and realistic exposure to the world of work without help from the community. Career education is more than a cooperative program in which the schools and local business work together to provide the schools with a work laboratory where students develop attitudes and skills in a practical setting. Its fulfillment requires that employers become actively involved in many areas such as teacher training, actual teaching, curriculum development, counseling and guidance, equipment procurement, and many other elements beyond the provisions of a hands-on experience. Such involvement will depend on the development of effective mechanics for collaboration between the education and employment communities.

Parent involvement is also vital in a career education program. Parents will need to be oriented to the career education concept. Since parents greatly influence the career choices of their youth, parents should be invited to participate in appropriate career education activities.

Step 5.0 Evaluate and Revise as Necessary

No program is apt to suceed over time without modification and change. A district's career education program will surely need rigorous evaluation and revision. This step is not to be seen as a terminal one but as an ongoing process of self-assessment, correction and direction. Throughout this *Guide* evaluation components have been referred to and encouraged.

Step 5.0 of the *Source Book* includes a suggested evaluation plan which was prepared for use in the State of Utah, and other materials on evaluation from other jurisdictions.

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